

# Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: North Country Supervisory Union

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This grant application must be submitted with:

- Statement of Agreement signed by superintendent
- School Improvement plans for each Tiered school included in the grant
- Budget
- All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

Superintendent Signature: \_\_\_\_\_

Date: 06/09/10

## LEA APPLICATION

**DIRECTIONS:** PLEASE NOTE THAT THIS APPLICATION MUST INCLUDE INFORMATION AND RESPONSES FOR ALL TIERED SCHOOLS IN YOUR SU OR DISTRICT. FOR SOME DISTRICTS YOU MAY HAVE MULTIPLE ENTRIES IN THE TIER III SECTIONS. FOR SUPERVISORY UNIONS /DISTRICTS WITH ONLY TIER III SCHOOLS, GO TO THE APPROPRIATE PORTION OF SECTION B INDICATED BY THE ARROW.



In Vermont, for the purposes of the School Improvement Grant, when we refer to the LEA, we are referring to the Supervisory Union/District.

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
<b>Derby Elementary</b>	00429	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>North Country Union Junior High</b>	00470	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

**REQUIREMENT 1**

**(1)** For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—

- The LEA has analyzed the needs of each school and selected an intervention for each school; and
- The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

**TO MEET REQUIREMENT (1) ABOVE:**

**Analyze the needs of each Tier I, Tier II and Tier III school identified in the application and selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.**

**The Vermont Department of Education will evaluate the LEA’s needs assessment application based on the following criteria:**

**Tier I and Tier II ONLY**

**1) School Assets and Data Analysis:**

- a) Overview and assessment of school and community assets as well as needs

*Directions: Attach self- assessment (Attachment B). Include summary of findings here:*

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

*Directions: Include evidence of input here:*

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

*Directions: Summarize conclusions from your analysis of data here:*

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
- i. Graduation rates,
  - ii. Drop-out rates,
  - iii. Discipline referrals,
  - iv. School action plan priorities,
  - v. Highly qualified teacher data,
  - vi. Child count by disability category
  - vii. Percent of students with disabilities in the general education classroom more than 80% of the time
  - viii. Number of out of district placements
  - ix. Number of students in “alternative” day placements
  - x. Number of ELL students
  - xi. Number of students eligible for free and reduced lunch
  - xii. Most recent Youth Risk Behavior Survey

**NOTE: The data above for each Tiered school will be sent to you electronically.**

*Directions: Please include a summary of conclusions about the data above and any other relevant data here:*

- e) Inclusion of a guided self assessment, conducted by the Supervisory Union/District (SU) School Support team (this team must include the superintendent, principal of the school(s), curriculum coordinator and special education coordinator), on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009) and agreement to participate in a comprehensive assessment conducted by an external evaluator of the VT DOE’s choosing to inform school improvement implementation plan development and VTDOE school improvement support team service plan development. If such an assessment has already been conducted, the School Improvement Support Team will assess the scope of that assessment to determine if additional evaluation is warranted.

*Directions: Attach self assessment Attachment B signed by the Superintendent and any accompanying narrative. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support Team will review this plan with the SU School Support Team

to assist them in incorporating new requirements under SIG and any information generated by the guided self-assessment. The initial school improvement plan is provided with the application and includes at minimum:

- Plan is attached
- i)  Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii)  Those strategies defined as required actions through the state accountability system.
- iii)  Those strategies defined through the selection of one of the required models.
- iv)  Other strategies designed to assist in achieving school improvement targets.
- v)  A budget and timeline for implementing the plan.

### **Tier I and II Schools Only - Selection of an Intervention Model**

- 1) **Demonstrated consideration of all four intervention models (see Attachment D1 - *Description of the Intervention Models*) using the *LEA Tier I and Tier II School Model Selection Assessment Tool* (Attachment D2) to justify the selected intervention linked to analysis of assessment and other relevant data.**

Based on the needs/self assessment and analysis of data, identify an intervention model (using Attachment D1) for each Tier I and Tier II school the LEA elects to serve. The justification for the selection of a specific model must be described in a narrative in the Model Selection Tool provided in Attachment D2.

**Questions the LEA should consider in the selection of an intervention model are included in the Model Selection Tool (See Attachment D2) – *LEA Tier I and Tier II School Model Selection Assessment Tool*.**

*Directions: Complete page 1 of Attachment D2 and attach. Indicate the Intervention Model selected below:*

#### **Four School Improvement Models approved for Tier I and Tier II schools:**

**Turnaround Model:** Replace the principal and rehire no more than 50% of the staff and grant the new principal sufficient operating flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

**Restart Model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

**School Closure:** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

**Transformation Model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create Community-oriented schools; and (4) provide operational flexibility and sustained support

(Section I.B.1 of 1003(g) allows an SEA to award SIG funds to an LEA for a Tier I or Tier II schools that has implemented in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. For example, if a Tier I or Tier II school has replaced its principal within the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal. A school that receives SIG funds in accordance with this flexibility must fully implement the selected model as required by the final requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the regulatory requirements. Addendum: the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the "last two years" are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

#### **REQUIREMENT 1 (Continued)**

**2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

#### **Tier I and Tier II ONLY**

- 1) Vermont Department of Education will evaluate the LEA's capacity to implement fully and effectively the selected intervention using the following criteria:**
  - a. Evidence of actions that the LEA/school has already taken related to the required elements of the chosen intervention.
    - i. Evidence should include documentation of progress toward existing school improvement plan strategies that are substantially aligned with required elements of the chosen intervention (e.g., The LEA indicates they have already developed and implemented a consistent annual evaluation system for teachers that is informed by student growth and

outcomes (both individual and in the aggregate) in this case the LEA would be required to provide the reviewers the documentation that outlines that system and the progress they have made toward implementation.)

**Directions:** *Describe here the steps already taken related to the chosen intervention. Please note that any required elements not reflected here must be addressed in the improvement plan*

- b. Evidence of actions that the LEA has already taken related to Commissioner's Required Actions under the state accountability system of AYP.
  - i. An end of year report documenting progress on implementing Commissioner's Required actions will be submitted with this application.

**Directions:** *Insert end of year report here:*

- c. Provide a narrative description of current conditions (including barriers) related to the following:

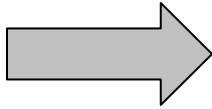
**Directions:** *For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.*

- i. Board support (e.g., minutes and/or board actions that indicate board support for the application and willingness to direct the school in implementing the forthcoming plan as defined.)
- ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)
- iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)
- iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)
- v. Staff capacity/talent (e.g., description of staff experience level, special expertise, highlighting positions/individuals who will be actively engaged in implementing the school improvement plan and working closely with the state School Improvement Support team.)

- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)
- vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)
- viii. Data systems that inform on-going assessment of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)
- ix. Parent and community partner support (i.e., support and engagement of local parent organizations, businesses, agencies and associations in school decision-making and activities.)
- x. The sufficiency of the budget to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). (i.e., reviewers will look to see if the budget includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for transitioning to new or expanded schedules sufficient to sustain improvement activities described during the period of the grant and matching or other funding sources to sustain strategies beyond the life of the grant.)

2) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

*Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:*



***For Supervisory Unions/Districts with ONLY Tier III schools, begin Section B here.***

For Supervisory Unions/District with Tier I or Tier II AND Tier III schools, enter information about Tier III schools here.

For all **Tier III schools**, the Vermont Department of Education (VTDOE) will evaluate the LEA's needs assessment application based on the following criteria:

**1) School Assets and Data Analysis:**

- a) Overview and assessment of school and community assets as well as needs

***Directions:*** Attach self- assessment (in Attachment B). Include summary of findings here:

**Derby Elementary School:**

**The three weakest areas that need urgent attention from the Self-Assessment are:**

**#6 A school data team reviews student progress on formative and other assessments and reports these results regularly to the faculty. There is a computerized school data system in place for tracking all student outcomes.**

**#7 Professional Development is delivered in schools and classrooms by experts among the staff or outside consultants, and is focused on areas identified as needed improvement by the school accountability system. Teachers share what they have learned and visit each others classrooms.**

**#10 The special education and student support system emphasizes regular classroom instruction, a response to intervention system, and an accountability system that is aligned with the formative assessment system and curricular expectations of the regular classroom.**

**North Country Union Junior High School:**

**The two areas needing urgent attention as noted in the Initial Self Assessment of Major Factors for Rapid Change in School Improvement are:**

**From #3: The curriculum has been aligned to state standards and focused from K-12 and all teachers understand the main focal points that must be taught over the year. The curriculum is based on high expectations and rigorous requirements for all students.**

**#8: The teacher evaluation system is capable of identifying teachers who are not providing adequate instruction in the classroom, and remediation efforts are time limited.**

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

*Directions: Include evidence of input here:*

**Derby Elementary School Staff input includes summary of findings from Attachment E - Initial School Capacity Self-Assessment, and the February 2010 progress monitoring report to Vermont DOE, followed by feedback from DOE. See attachment Tab 1b, page 11 Derby Attachment E - Initial School Capacity Self-Assess.**

**North Country Union Junior High School (NCUJHS):**

**Staff input evidence includes summary of findings from Attachment E - Initial School Capacity Self Assessment, summary of Marzano results, and February 2010 Progress Monitoring reports, along with feedback from DOE. See attachment Tab 1b, Page 11 NCUJHS Attachment E - Initial School Capacity Self-Assess.**

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

*Directions: Summarize conclusions from your analysis of data here:*

**Derby Elementary:**

**Grade level teachers are giving special attention to the three weakest strands reported on the Item Map Spring Assessment 2010 worksheet. From this item map teachers constructed a model assessment in math and reading. Teachers learned to construct a NECAP like test from DOE released tasks using Adobe snap shot. Teachers identified weak problems by comparing school to state by percent. Spring Assessment Day was April 29, 2010.**

**Four attachments: 2010 Adequate Yearly Progress district and state comparison, AYP multi-year chart, three-year NECAP Released Tasks analysis math and reading. See attachment Tab 1c, Page 11 Derby Fall 2009 NECAP Index, and Tab 1c, Page 11 Derby Item Map for Spring Assessment for 2010.**

**Summary: Derby Elementary School special education subgroup fall 2009 math index of 314 is 23 points below the Vermont mean of 337. The special education fall 2009 reading index of 364 is above the state mean of 350. We are determined that both indices will be above the state mean. We wish to implement Lisa Lovelette's recommendation of RTI training to improve the performance of the special education subgroup. "As noted in the Program Evaluation/Audit of the K-6 mathematics Program completed by Vermont Institutes, the recommendation to consider developing a Response to Intervention model would provide grade level teams with strategies to increase the number of in-classroom supports for students. Our profession is marked by a culture of dependency in which teachers believe the answer for struggling students depends on the availability of services outside the classroom. This is a culture which is not conducive to large**

scale improvement in student learning in schools. When grade level teams engage in data analysis and collective inquiry regarding ways to improve instruction they have found the school's greatest resource to support struggling students. – Special note: The most meaningful format of NECAP data is the district/school/state ranking with the State mean shown in blues and school index system shown in yellow. Everyone gets that the school index must be above the blue line!

Progress Monitoring System Feedback, March 24, 2010'

**NCUJHS:**

**Three Attachments: 2010 Adequate Yearly Progress district and state comparison (Fall 2009 - Beginning of Grade 8 NECAP Tests - Grade 8 Students in 2009 -2010 Mathematics Results, AYP multi-year chart, three-year NECAP Released Tasks analysis math and reading. See attachment Tab 1c, Page 12 NCUJHS NECAP report.**

**Summary: Reviewing the data for the past five testing cycles in the area of mathematics shows the following: The percentage of students proficient in math in the 8th grade has ranged from 41% – 56%. The proficiency rate for 8<sup>th</sup> graders in the state has ranged from 59% - 65%. A data team did item analysis on released items for the past three years to identify specific areas where NCUJHS most lags behind the state. Specifically, key areas where NCUJHS students are at least 10% behind include: percentages, order of operations, interpreting various math representations of math data, algebraic expressions using words and formulas, properties of polygons and their attributes and proportional reasoning. These areas are also of particular concern in the sub group areas of students eligible for free and reduced lunch and students with disabilities. NCUJHS will implement a new mathematics program. A professional development program will be developed and implemented via staff from the Vermont Mathematics Initiative and the Supervisory Union math coach. A new master schedule has been developed to ensure 80 minutes of mathematics for all students every day. These initiatives are based on the recommendations made in the audit conducted by the Vermont Institute in the Spring of 2010.**

**NCUJHS and Derby Elementary strive for a NECAP index for all, FRL and SPED to be three points above the respective state mean.**

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
  - i. Graduation rates,
  - ii. Drop-out rates,
  - iii. Discipline referrals,
  - iv. School action plan priorities,

- v. Highly qualified teacher data,
- vi. Child count by disability category
- vii. Percent of students with disabilities in the general education classroom more than 80% of the time
- viii. Number of out of district placements
- ix. Number of students in “alternative” day placements
- x. Number of ELL students
- xi. Number of students eligible for free and reduced lunch
- xii. Most recent Youth Risk Behavior Survey

*Directions: Please include a summary of conclusions about the data above and any other relevant data here:*

**Derby Elementary:**

**i. 84.64%**

**ii. 5.52%**

**iii. Discipline referrals – We run a time-away intervention service that has reduced discipline referrals drastically.**

**iv. School Action Plan priorities –**

**Action Steps Summary 2010 – 2012**

**Implement DOE required action D. Transformation plan, year long RTI.**

**Create and maintain Grade Level Expectations checklist.**

**Maintain grade level SMART goals in action plan to satisfy SU and DOE goals. Action Plan updates plus Progress Monitoring System for DOE quarterly monitoring report.**

**Summer school program open to all students, June 28-July 29.**

**Fall 2010 after school program to improve NECAP scores.**

**Summer PD opportunities for staff members. Grade level data review with Jeanne Spates. Smart Board and google apps with Hugh, August 2-13. Teacher Resource Exchange with Jeremy. Vertical conversation to select literacy materials for grades 3-6. Access 360-using technology for Beyond Brick with Doug, late July. Connected Math July/August.**

**v. All teachers have HQT status for their job assignments. See attachment Tab 1d, Page 13 Derby Action Plan 2010-2012**

**vi. Child Count by disability category –**

**Speech or Language Impairment – 12**

**Emotional Disturbance – 2**

**Other Health Impairment – 9**

**Specific Learning Disability – 36**

**Developmental Delay – 12**

**Deafness or Hard of Hearing – 1**

**Learning Impairment – 2**

**Autism – 1**

**vii. Percent students disabilities –**

- Inside Regular class 40 – 79% - 4**
- Inside Regular class at least 80% - 71**
- viii. There are no out of district placements.**
- ix. Two students are in an alternative day placement, Turning Points.**
- x. Number of ELL – 1 student.**
- xi. Forty-seven percent free and reduced.**
- xii. N/A**
- School Action Plan priorities 2010 – 2012 (see attachment from Derby Elem.)**
- \* Implement DOE required action D. Transformation plan, year- long RTI.**
- \* Create and maintain Grade Level Expectations checklist.**
- \* Cover sheet becomes a 3-year plan.**
- \* Maintain grade level SMART goals in action plan to satisfy SU and DOE goals. Action Plan updates plus Progress Monitoring System for DOE quarterly monitoring report.**
- \* Summer school program open to all students, June 28-July 29.**
- \* Fall 2010 after school program to improve NECAP scores.**
- \* Summer PD opportunities for staff members. Grade level data review with Jeanne Spates. Smart Board and Google apps with Hugh, August 2-13. Teacher Resource Exchange with Jeremy. Vertical conversation to select literacy materials for grades 3-6. Access 360-using technology for Beyond Brick with Doug, late July. Connected Math July/August.**

**NCUJHS:**

**Inclusion of following data and summarization of conclusions:**

- i. Graduation rate: 84.64%**
- ii. Drop out rate: 5.52%**
- iii. Discipline Referrals: 245**
- iv. School Action Plan priorities (see attachment from NCUJHS):**
  - a. Increase student achievement in the area of reading**
  - b. Increase student achievement in the area of mathematics**
  - c. In the area of school climate, increase student and parent involvement, decrease incidents of bullying and increase strategies and interventions for student at risk. See attachment Tab 1d, Page 14 NCUJHS School-wide Action Planning Team**
- v. Highly Qualified Teacher Data: 100%**
- vi. Child Count:**

	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
<b>a. Developmental Delay</b>	<b>0</b>	<b>0</b>	<b>0</b>

b.	Learning Impairment	4	3	4
c.	Specific Learning Disability	46	43	46
d.	Visual Impairment	0	0	0
e.	Deafness/Hard of Hearing	0	0	0
f.	Speech or Lang Impairment	7	11	7
g.	Orthopedic Impairment	0	0	0
h.	Other Health Impairment	8	6	4
i.	Emotional Disturbance	0	7	10
j.	Autistic Spectrum Disorder	0	0	3
k.	Traumatic Brain Injury	2	0	0
l.	Deaf-Blindness	0	0	0
m.	Multiple Disabilities	0	0	0
vii.	Percent of students with disabilities in the general ed. classroom more than 80% of the time:			
a.	07-08 --89.6%;	08-09 --93.2%;	09-10 --88.3%	
viii.	Number of out of district placements:			
a.	07-08 --1;	08-09 --1;	09-10 --1	
ix.	Number of students in alternative day placements:			
a.	07-08 --3;	08-09 --4;	09-10 --6	
x.	Number of ELL students:			
a.	07-08 --1;	08-09 --1;	09-10 --1	
xi.	Number of students eligible for free and reduced lunch:			
a.	07-08 --149;	08-09 --150;	09-10 --181	
xii.	Most recent youth risk behavior survey: 2009			

School Action Plan priorities 2010 – 2011 (see attachment from NCUJHS)

\* Implement DOE required action D. Transformation plan, year-long implementation of recommendations of the Mathematics Audit conducted by the Vermont Institute in Spring 2010.

\* Maintain SMART goals in action plan to satisfy SU and DOE goals. Action Plan updates plus Progress Monitoring System for DOE quarterly monitoring report.

\* Summer school program open to all students, four weeks during the Summer 2010.

\* Summer PD opportunities for staff members. Mathematics data review with Kathy Nolan, training on Connected Math 2 Program, Formative Assessment and strategies for long block class.

NCUJHS continues to serve a population that includes more than 50% students eligible for free and reduced lunch. Also, about 25% of our students have learning disabilities. The staff has received training in the areas of issues of poverty and how that can impact success in school as well as coursework in differentiated instruction. The school continues to layer supports

**for students through a daily snack program and after-school enrichment opportunities. Staff will need to continue to seek out intervention strategies to ensure students have an optimum learning environment.**

- e) Inclusion of a guided self assessment, conducted by the SU School Support team and for each school, on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009). For schools that have been in Corrective Action under the state accountability system for 4 years or more, this includes an agreement to participate in an assessment conducted by an external evaluator of the VT DOE’s choosing. If such an assessment has already been conducted, the School Improvement Support team will assess the scope of that assessment to determine if additional evaluation is warranted.

*Directions: Attach self-assessment (Attachment B) signed by the Superintendent and include any accompanying narrative here. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

**Derby Elementary:**

**Self assessment. Consult assessment that has been conducted by Vermont Institutes, 2010**  
**(See attachment for Derby, which includes Attachment B Initial Self Assessment of Major Factors for Rapid Change in School Improvement and Executive Summary/Program Evaluation/Audit of the K-6 mathematics program).**  
**See attachment Tab 1e, Page 16 Derby Program Evaluation**

**NCUJHS:**

**Self assessment. Consult assessment that has been conducted by Vermont Institutes, 2010**  
**(See attachment for NCUJHS, which includes Attachment B Initial Self Assessment of Major Factors for Rapid Change in School Improvement and Program Evaluation/Audit of the 7<sup>th</sup> & 8<sup>th</sup> mathematics program. See attachment Tab 1e, Page 16 NCUJHS - Self Assessment of Major Factors**

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support team will review this plan with the SU School Support team and school leadership team to assist them in incorporating any new strategies established by this application, into their plan.

***This item is addressed in h) ii) below.***

- g) The application reflects consideration of the required and permissible elements as outlined in the Transformation model and addresses which of those strategies it is committed to pursuing with these funds.

***Directions: Indicate the required and permissible activities considered:***

*These are the strategies we are pursuing for the 2010 required action*

*Derby Elementary:*

*Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities. <http://www.rti4success.org/>.*

*See attachment Tab 1f & 1g, Page 17 Derby DOE Required Actions*

*NCUJHS:*

*Transformation model 1D: Provide relevant, ongoing, high-quality job-embedded professional development: NCUJHS will partner with Vermont Math Institute to provide ongoing, high quality job-embedded professional development throughout the 2010-2011 school year. Professional development activities will be offered in the classroom. VMI will team with the District Instructional Mathematics Specialist to ensure for continuity over time. A school based coach will help ensure consistency and collaboration throughout the building. NCUJHS will also provide professional development opportunities for all members of the math staff in the areas of instructional strategies and pacing, formative assessment and response to intervention. NCUJHS teachers will receive release time to schedule visits to middle schools that are exceeding the standard in mathematics.*

*Transformational model 2A: Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; NCUJHS will implement the Connected Math 2*

*program as part of a supervisory union initiative for math in grades 6, 7 and 8. The district math team followed recommendations from the Vermont Institute to review and select this program. Professional development will be offered in summer 2010 to prepare for the implementation.*

*Transformation model 3A: Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day: based on recommendations from the Vermont Institute report NCUJHS will modify the existing schedule to allow for all students to receive 80 minutes daily instruction in mathematics and LA.*

*Transformation model 3B: Provide more time for teachers to collaborate: The changes to the schedule will allow content teams 200 minutes of available time for collaboration in their content areas in a one week period. Additionally, sessions will be scheduled outside of the school day to allow for collaboration in the areas of local common assessments, instructional strategies, co-teaching, lesson studies and program implementation.*

h) The initial school improvement plan is provided with the application and includes at minimum:

Plan is attached

- i)  Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii)  Those strategies defined as required actions through the state accountability system.
- iii)  One of the required elements of the SIG Transformation Model (See Attachment F – SIG Transformation Model Required and Permissible Strategies) as it related to the data analysis and school improvement plan.

***Directions:*** Indicate which required element of the Transformation Model is included in the Improvement plan

*Derby Elementary:*

*Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*

*Math and Literacy sections of the Action Plan <http://intranet.northcountryschools.org/derby>, or attachments. See attachment Tab 1d, Page 13, Derby Action Plan 2010-2012.*

#### *NCUJHS:*

*Transformation model 1D: Provide relevant, ongoing, high-quality job-embedded professional development: NCUJHS will partner with Vermont Math Institute to provide ongoing, high quality job-embedded professional development throughout the 2010-2011 school year. Professional development activities will be offered in the classroom. VMI will team with the District Instructional Mathematics Specialist to ensure for continuity over time. A school based coach will help ensure consistency and collaboration throughout the building. NCUJHS will also provide professional development opportunities for all members of the math staff in the areas of instructional strategies and pacing, formative assessment and response to intervention. NCUJHS teachers will receive release time to schedule visits to middle schools that are exceeding the standard in mathematics.*

*Transformational model 2A: Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with State academic standards; NCUJHS will implement the Connect Math 2 program as part of a supervisory union initiative for math in grades 6, 7 and 8. The district math team followed recommendations from the Vermont Institute to review and select this program. Professional development will be offered in summer 2010 to prepare for the implementation.*

*Transformation model 3A: Provide more time for students to learn core academic content by expanding the school day, the school week, or the school year, and increasing instructional time for core academic subjects during the school day: based on recommendations from the Vermont Institute report NCUJHS will modify the existing schedule to allow for all students to receive 80 minutes daily instruction in mathematics and LA.*

*Transformation model 3B: Provide more time for teachers to collaborate: The changes to the schedule will allow content teams 200 minutes of available time for collaboration in their content areas in a one week period. Additionally, sessions will be scheduled outside of the school day to allow for collaboration in the areas of local common assessments, instructional strategies, co-teaching, lesson studies and program implementation.*

Refer to NCUJHS School Wide Action Plan. See attachment Tab 1d, Page 14 NCUJHS School-wide Action Planning Team

- iv)  Other strategies designed to assist in achieving school improvement targets.

#### REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each **Tier I, Tier II and Tier III** school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

*Direction:* Review your budget and school improvement plan(s) to assure adequate resources have been allocated to effectively implement each plan.

#### Tier III Only

3) The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.

*Directions:* Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:

##### Derby Elementary:

See attachment Tab 1b, Page 11 Derby Attachment E - Initial School Capacity Self-Assess.

There is a clear pattern of action steps as identified by the staff during the week of May 17, 2010. Two items for urgent action are:

\* Professional development is provided in classrooms and is focused on school areas of need identified by the accountability system.

\* The special education and support systems are provided in regular classrooms, are based on the response to intervention system, and connected to the formative assessment system.

##### NCUJHS:

See attachment , Tab 1b, Page 11 NCUJHS Attachment E Initial School Capacity Self Assess.

- **There is a need for a better system for our climate to reflect firm expectations for acceptable behavior**
- **A more effective system for the principal to meet with staff and review student evidence and data in association with the learning objectives that have been presented. There needs to be a system in place to ensure that students who cannot show evidence of meeting the learning objectives have strategies and interventions that will support areas of deficiencies.**

**REQUIREMENT 2**

**(2)** If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

TO MEET REQUIREMENT 2 ABOVE:

Vermont has no LEA with more than one Tier I school therefore this is not applicable.

### REQUIREMENT 3

(3) The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

### TO MEET REQUIREMENT 3 ABOVE:

The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

1) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

- For Tier I and II schools:

- One of four interventions has been identified and a rationale for their selection has been adequately described and documented.
- The application includes the use of a guided self assessment to inform school improvement action planning and plans to complete a comprehensive assessment conducted by an external evaluator to inform continued school improvement plan implementation.
- All required elements of the selected intervention have been addressed so as to fully and effectively implement the selected model within the three year timeline of the grant.

*These items have been previously addressed*

- For Tier I and Tier II schools, external coaching capacity (someone not under the supervision of the principal) has been identified to provide intensive technical assistance and guide the implementation process.

*Directions: Describe how the LEA will address this requirement:*

**Derby Elementary School: Vermont Institutes actions 1 and 6, and DOE recommendation 3/24/2010 - The SU has reprioritized the in-service days for 2010 – 2011 to have Derby Elementary engage Richard Reid to conduct year-long training in Response To Intervention. This school improvement grant is the funding source the RTI training.**

**Derby Elementary School and North Country Union Junior High School: Vermont Institutes recommendation for vertical integration of math instruction grades 6 through 8 - The supervisory union, under the direction of math coach Kathy Nolan, has completed an assessment of instructional programs grades 6 – 8. The SU team has selected Connected Math 2 for common instruction at the JH and feeder schools. Kathy Nolan has set up year-long training in for math teachers in Connected Math 2 beginning July 2010. The school improvement grant is the funding source for two of the nine days for this district wide initiative. The SU supports the training program for math teachers by modifying the traditional professional development calendar. The SU is paying instructor fees for seven professional development during the school calendar year.**

**Derby Elementary School and North Country Union Junior High School: in order to facilitate vertical integration of language arts, the supervisory union will designate a staff person to develop an online, teacher accessible, Writers Library, with benchmarks pieces, rubrics, and supporting documents sorted by grade level.**

**North Country Union Junior High School: the SU is providing a 4-day course classroom use of Formative Assessment for 7<sup>th</sup> and 8<sup>th</sup> grade teachers. The SU math coach worked with math teachers to develop assessments required by the DOE and assisted in analyzing the data from the assessments. The SU held transition meetings between 6<sup>th</sup> and 7<sup>th</sup> grade teachers and 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade teachers to develop non-negotiable learning targets in continuity of the curriculum between these grades. The SU coach facilitated two rounds of lesson study with the teachers to improve instructional practices as recommended by the VI audit. The SU coach has met with the School Improvement Coordinator, Lisa Lovelette to clarify DOE expectations and facilitated numerous work sessions with teachers to analyze NECAP data.**

**The SU literacy coach assisted the LA teachers to determine targeted GEs, develop assessments, build and score assessments. She has acted as a liason between the DOE and the teachers. She is assisting in revising curriculum. In the fall she will be facilitating a study group to use assessment results to make instructional decisions that will build students' success.**

**Both coaches will train math and language teachers to move forward in professional learning communities.**

**The SU will continue to provide relevant PD and support from the SU Math and Literacy coaches. The SU will continue to provide time for teachers to analyze NECAP scores and develop SMART goals based on that analysis. The SU will provide 2 days of PD to administrators on diagnostic observation to expand on the Danielson Model of teacher evaluation.**

**Derby: The SU is providing a 7-day course laying the foundation: Building a Deep Understanding of Number to Pre-K and K teachers. The SU math coach collaborates with the math specialist in Derby to problem solve, set priorities, plan and address DOE requirements.**

- For Tier I, II, and III schools:

- The application includes the use of a guided self assessment to inform school improvement action planning.

*This item has been previously addressed.*

- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.

*These items are addressed in the “Statement of Agreement”*

- Application reflects school improvement strategies already in progress.

*This item has been previously addressed.*

- Evidence-based practices are selected and plans to implement consider measures necessary to ensure fidelity of implementation. (e.g., the application includes approaches that have a research base reflecting effectiveness in improving instruction in the areas of concern such as mathematics or literacy; the application also includes approaches that provide a systemic model for improving instruction and learning and reflects the preparative and evaluative components of sustainable implementation such as achieving readiness to implement, communicating progress, evaluating outcomes, and providing supervisory union/district support through funding, allocation of personnel, and time for professional development, collaboration and planning.)

*Directions: Describe any measures taken to insure fidelity of implementation of strategies in the plan or refer to the appropriate section of the improvement plan where this is addressed.*

**Derby Elementary:**

**The Supervisory Union has adjusted the balance of SU/Building-Based In-Service days according to Vermont Institute's Priority #6. This rebalancing of professional development days allows the elementary school to implement PD in Response to Intervention, which is recommended by Vermont Institutes and DOE.**

**NCUJHS:**

**By connecting the professional development provided by Vermont Mathematics Initiative together with the oversight provided by the Supervisory Union Mathematics Coach, there are external checks and balances to this plan. For example, Judy Laird and Kathy Nolan have already spent time planning the professional development that the VMI will provide and**

**how Kathy's role will be linked to the plan. The Supervisory Union Coach is developing a feedback process and timeline to maintain fidelity in the program.**

- The application includes a commitment to provide the following required data elements annually:
  - 1.) Number of minutes within the school year
  - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
  - 3.) Dropout rate
  - 4.) Student attendance rate
  - 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
  - 6.) Discipline incidents
  - 7.) Truants
  - 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)
  - 9.) Teacher attendance rate

*Directions: Please provide data for items 1 and 5-9 above to be used as baseline measures.*

**Derby Elementary:**

- 1. Minutes within the school year - 68,250**
- 2. Student participation on NECAP or approved Life Skill Assessment, 100%**
- 3. Dropout rate - zero.**
- 4. Student Attendance Rate is 95%**
- 5. Advance course work - zero students**
- 6. Discipline incidents -three student suspensions, 24 bus incidents, and 28 administrative referrals**
- 7. Truants - None processed.**
- 8. Distribution of teachers by performance level on an LEA's evaluation system:**
  - Proficient with Distinction - 5**
  - Proficient - 9**
  - Basic - 7**
  - Unsatisfactory - 0**
- 9. Teacher attendance rate: 95.1%**

**NCUJHS:**

- 1. Number of minutes within the school year: 67760 minutes of instructional time.**
- 2. Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup:**
  - Reading: All: 98.6% (139/141)**

**FRL: 97.4% (75/77)**

**SPED: 97.3% (36/37)**

3. **Drop out rate: N/A**
4. **Student Attendance Rate (as of 6/4/2010): 94%**
5. **Number of students completing advanced course work, early college high schools, or dual enrollment classes: N/A**
6. **Discipline incidents: Planning Room referrals - 272**  
**Internal Suspensions - 70**  
**External Suspensions - 139**
7. **Truants: 3**
8. **Distribution of teachers by performance level on an LEA's evaluation system:**  
**Proficient with Distinction - 1**  
**Proficient - 31**  
**Basic - 4**  
**Unsatisfactory**
9. **Teacher attendance rate: 94.7%**

**For Tier I, II, and III schools:**

- 2) **The LEA must describe actions it has taken, or will take, to Outline the need for recruitment of external providers in effectively implementing the defined school improvement plans and parameters which will be considered in ensuring quality and fit.**

**Some recommendations from the *Handbook on Effective Implementation of School Improvement Grants* (Perlman and Redding, eds.; 2010) follow:**

- a. Identify unambiguous reasons for hiring an external provider.
- b. Engage stakeholders about the need to hire external providers.
- c. Articulate specific goals for the relationship with the external provider.
- d. Budget adequate funding to support relationship with external provider for duration of contract;
- e. Develop a process for selecting external providers whose experience and qualifications match the specified goals.
- f. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools.
- g. Provide support as needed and appropriate.
- h. Evaluate external provider's progress toward goals.
- i. Define consequences for failure (e.g., termination or modification of contract).

***Directions:* Summarize your reasons for contracting with an external provider (this includes school coach and any content providers) giving consideration to items a) through i) as applicable.**

**Derby Elementary:**

**2a - Four years school improvement plans showing application of resources. See attachment Tab 2a,**

**Page 6, Derby School Improvement Funds**

**2b -Cover sheets from June reports for DOE 2008, 2009. See attachment Tab 2b, Page 26  
Derby Effort Matters (Re: 2008)**

**2c - We are requesting \$10,000 in the budget to cover 6-1/2 days of in-service instruction in RTI by Rich Reid beginning June 10, 2010. Additional building support days are included in the \$10,000. The goal is to reduce special education referrals by increasing in classroom supports.**

**NCUJHS:**

**Previous school improvement plans showing application of resources. See attachment 2b, Page 27  
NCUJHS School Improvement Funds.**

**For Tier I, II, and III schools:**

**3) LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.**

*This item is addressed in the "Statement of Agreement"*

**For Tier I, II, and III schools:**

**4) The LEA must describe actions it has taken, or will take, to Align other resources with the interventions.**

- The LEA plan must be comprehensive and systemic in its approach. Reviewers will look to the budget and school improvement plan to assess the alignment and allocation of resources (e.g., personnel, percent of time committed, recognition of and/or effort to assess and realign existing initiatives and funds from other sources to support school improvement goals, refocusing existing professional development and in-service days to support training needs related to improvement, etc.) :

*Directions: Please review budget and school improvement plan to assure items below are addressed and check appropriate boxes*

- Human resources
- Fiscal resources
- Time and schedule
- Existing Initiatives
- Related activities
- Partnerships
- Alignment of PD activities

**For Tier I, II, and III schools**

**5) The LEA must describe actions it has taken, or will take, to Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

- The LEA agrees to use an external evaluation (Tier I and II ONLY) and internal review process to identify any current practices or policies that are barriers to a full and effective implementation of the selected intervention and commit to eliminating barriers through the implementation process. This process will also identify areas where a consolidation of focus would benefit the school improvement process (such as multiple committees focusing on similar outcomes – or with no defined outcomes) and work to converge efforts on common goals and outcomes.
- Inclusion of actions to address those barriers in the plan, utilizing the following, as applicable:
  - Board and Union letters of recognition or memorandum of understanding that document commitment to modify or amend current agreements, practices, and procedures to allow full and effective implementation of the transformation model.
  - Agreements for operational flexibility to implement reform at the school level.
  - Evidence of need for waivers to State Board of Education rules, when appropriate.

*Directions: Identify barriers and any actions you have taken or will take to address these barriers. (Tier I and II can reference Requirement 1 I) c. i-ix)*

**The LEA agrees to modify the SU professional development plan to address the professional development needs of Derby Elementary and North Country Union Junior High. The LEA representatives (superintendent, director of special education, and curriculum coordinator) will devise a systematic review process that will identify barriers and allow for modifications of practices to remove these barriers.**

**For Tier I, II, and III schools**

**6) The LEA must describe actions it has taken, or will take, to Sustain the reforms after the funding period ends.**

**For each item below describe how it will be addressed over the funding period**

**The LEA must:**

- Include strategies that build local capacity and methodologies that ensure interventions are integrated into the culture and routine practice of the school. (e.g., if student discipline and behavior is a significant factor to consider in working to raise achievement levels for students, the plan goes beyond providing individualized interventions and reflects a systemic approach to improving levels of student time on task and participation in the classroom by implementing or reconstituting an evidence based model to address school climate and culture such as Positive Behavioral Supports or Responsive Classroom. These models build local capacity to intervene early and support students within the school community with the least amount of intervention to achieve the greatest result and create sustainability by involving the whole school community in the implementation process.)

*Directions: Describe here or refer to appropriate section of your plan or budget.*

**The SU has a 7-year curriculum review cycle and 6-year professional development plan that work to ensure that interventions are integrated into the culture and routine practices of the SU schools. The SU has supported such PD as Responsive Classroom, Differentiated Instruction, Positive Behavior Practices, Developing Standards-based Report Cards and Common Assessments, Formative Assessment, and specifically targeted instructional strategies.**

- Identify local fiscal and structural support for the interventions where applicable beyond the life of the grant.

*Directions: Describe how the budget will support on-going activities beyond the grant funding period.*

**The SU will make available Titles' funds to support these interventions beyond the life of the grant. The superintendent will work with school boards and administration to verify that school budgets support the interventions included in the school improvement plan.**

- Identify other funding sources that will be used to complement SIG funds received in supporting the implementation of defined strategies. These could include other federal programs, as well as state and local funds and should also highlight funds that will be used to sustain the intervention beyond three-year grant period.

*Ensure that all funding sources are identified in the plan.*

**Titles, Medicaid, School budget, MAC funds**

- Plan for induction and mentoring of new staff.

*Directions: Describe plans for induction and mentoring of new staff.*

**All new staff are assigned a mentor from the Curriculum office, specific to their subject area, a 3-day new teacher training is held, specific grade level professional learning communities and/or content area meetings are held.**

- Create a district level team that examines and reports on achievement levels for all students and subgroups for all schools in the supervisory union on a bi-annual basis. State assessment results are communicated annually to teachers, staff, family and community members and school boards. Appropriate response strategies are incorporated into school action plans.

*Include these activities as responsibilities of the SU/District School Support Team*

**It is understood that the above activities are the responsibility of the SU/district school support team. The membership on this team will include: Dr. Robert Kern, Superintendent; Judy Boucher; Director of Curriculum; Leanne Desjardins, Director of Special Ed; Kathy Nolan, Math Instructional Specialist, Kim Gannon, Literacy Instructional Specialist, and Bill Woolsey, Social Studies Instructional Specialist.**

**REQUIREMENT 4**

**(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.**

**TO MEET REQUIREMENTS (4) ABOVE –**

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.

*Required items have been covered in Requirements 1 and/or 3 above.*

**REQUIREMENT 5**

**(5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.**

**TO MEET REQUIREMENT (5) ABOVE –**

In its application and school improvement implementation plan, the LEA must articulate annual goals (subject to the approval of the SEA) for 2010-2013 for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

*Directions: Discuss reading and math goals here*

**REQUIREMENT 6**

**(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.**

**TO MEET REQUIREMENT (6) ABOVE -**

For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement as defined in the design section above.

*Directions: Identify services Tier III schools will receive and/or activities schools will implement or reference appropriate sections of improvement plan*

**For each Tier III school the Supervisory Union commits to serve, the Supervisory Union must identify the services the school will receive or the activities the school will implement.**

**The supervisory union will designate Judith Boucher, Director of Curriculum, Assessment and Instruction, to hold accountable Derby Elementary and North Country Union Junior High School to implement the Transformation action selected by each school and fully carry out the strategies identified in the school goals and budget proposals. Judy Boucher will coordinate professional development opportunities (RTI and Formative Assessment) for these two schools). She will also coordinate the curriculum to align with common core standards. Judy will oversee implementation of the new math program for grades 6, 7, and 8.**

**REQUIREMENT 7**

**(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.**

**TO MEET REQUIREMENT (7) ABOVE –**

The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

*Directions: Describe indicators the LEA will use to assess progress towards implementation of the improvement plan for Tier III schools.*

**The SU Strategic Plan includes the following goal: To increase the level of individual student proficiency and close the academic achievement gap between all students and sub-groups of students in the content areas of reading, writing and math.**

**REQUIREMENT 8**

**(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.**

**TO MEET REQUIREMENT (8) ABOVE -**

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

*Directions: Please include evidence of stakeholder engagement as well as a plan for on-going stakeholder engagement. (e.g. board minutes, correspondence, newsletters, community meetings, etc)*

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

***Directions:*** An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Attach budget.

**See attachment.**

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and

	<p>Tier II school the LEA commits to serve.</p> <p>An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.</p>	
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**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

**These assurances and others are addressed in the Statement of Agreement. A copy of the State of Agreement signed by the Superintendent must be submitted with this application**

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

**Directions:** The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
  
- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
  
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.